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AUTHOR Weiler, Robert M.; Varnes, Jill W.

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### ABSTRACT

This paper describes processes used by the state of Florida to ensure that existing subject matter competencies were sufficient to guide preservice health education teacher programs. The project was designed to develop new subject matter competencies for Florida's preK-12 health educators. Procedures included: (1) reviewing existing competencies, (2) conducting a comparative analysis of the Sunshine State Standards and existing health teacher competencies to determine deficiency areas, (3) developing new competencies in areas of deficiency, (4) identifying subject matter specialists to serve on a panel of experts, (5) establishing review procedures for the panel, (6) conducting a preliminary review, (7) revising competencies based on comments from the panel, (8) conducting a second review with a panel of teacher educators from Florida's public and private teacher training institutions, (9) revising competencies based on comments from the teacher educator panel, (10) providing a revised draft to Florida's Education Standards Commission Task Force and the Center for the Study of Teacher and Learning for review, (11) developing a final version, and (12) validating the process and product. Three appendixes, which comprise the bulk of the paper, present standards and accomplished practices for Florida's preK-12 Health Education Teachers, standards and accomplished practices for Florida's health education teachers (review document), and product review panel members. (Author/SM)

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# **Integrating Subject Matter Competencies for**

# Florida's PreK-12 Health Education Teachers

Dr. Robert M. Weiler Associate Professor

Dr. Jill W. Varnes
Professor

May 21, 1998

Department of Health Science Education College of Health & Human Performance University of Florida

> Room 5, FLG Box 118210 Gainesville, FL 32611-8210

Office: (352) 392-0583, ext. 282 Fax: (352) 392-3186 EML: rweiler@hhp.ufl.edu EML: jvarnes@hhp.ufl.edu

R. Weiler

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# Table of Contents

	Page
Abstract	. ii
Overview	1
Procedures	2
References	3
Appendix A	
Standards and Accomplished Practices for Florida's PreK-12 Health Education Teachers	4
Appendix B	
Standards and Accomplished Practices for Florida's Health Education Teachers: Review Document	. 12
Appendix C	
Product Review Panel	74

# Integrating Subject Matter Competencies for Florida's PreK-12 Health Education Teachers

### Abstract

In 1995 the National Health Education Standards were released, providing schools a "framework for world class health education." The goal of the National Health Education Standards is improved academic achievement and health in the United States. As with the National Health Education Standards, the Florida Sunshine State Standards in Health Education were developed to improve student learning and provide a basis for assessing performance. To increase teachers' performance expectations, comparable teacher subject matter competencies in health education were developed. This paper describes the process used by Florida to ensure that existing subject matter competencies were sufficient to guide teacher preparation programs. The procedures included (1) review existing competencies, (2) conducting a comparative analysis of the Sunshine State Standards and existing health teacher competencies to determine deficiency areas. (3) developing new competencies in areas of deficiency, (4) identifying subject matter specialists to serve on a panel of experts, (5) establishing review procedures for the panel of experts, (6) conducting a preliminary review, (7) revising competencies based on comments from the panel of experts, (8) conducting a second review with a panel of teacher educators from Florida's public and private teacher training institutions. (9) revising competencies based on comments from the panel of teacher educators, (10) providing a revised draft of competencies to Florida's Education Standards Commission Task Force and the Center for the Study of Teacher and Learning for review, (11) developing a final version, and (12) validating the process and product. The new Florida Subject Matter Competencies will potentially affect professional preparation, health teaching certification, and classroom instruction. The finished product will serve as guidelines for teacher preparation programs, as a foundation for a revised teacher certification examination, and as a focus for staff development activities in Florida's public and private schools.

# Integrating Subject Matter Competencies for Florida's PreK-12 Health Education Teachers

In 1996 the Florida State Legislature conferred upon the Education Standards

Commission the authority to continue its work with Florida's school improvement and accountability initiative. To this end the Commission, and its support system, coordinated efforts to improve the Educators Accomplished Practices and refine the subject matter competencies already developed for Language Arts, Science, Mathematics. Social Studies and Elementary Education. In December 1996, the Commission began to coordinate efforts to create subject matter competencies for Health, Physical Education, Music, Art and Foreign Language. The set of subject matter competencies created by the project team for Health is published in the report, Standards and Accomplished Practices for Florida's PreK-12 Health Education Teachers (Appendix A). Upon refinement and validation, this set of subject matter competencies will serve as guidelines for teacher preparation programs, as a foundation for a revised teacher certification examination, and as a focus for staff development activities in Florida's public schools.

The purpose of this project was to develop <u>new</u> subject matter competencies for Florida's PreK-12 health education teachers. Stated as accomplished practices, the subject matter competencies specify the content and skills teachers need to provide quality school health instruction at the classroom level. The competencies absorb the *National Health Educations Standards* (Joint Committee on National Health Education Standards (1995), incorporate the *Sunshine State Standards for Health Education* (Florida Department of Education, 1996), and assimilate the generic teachers' competencies outlined in the *Educator Accomplished Practices* developed by Florida Education Standards Commission (1994).

### **Procedures**

The procedures used to developed the Standards and Accomplished Practices for Florida's Health Education Teachers included:

- Examining Responsibilities and Competencies for Entry-Level Health Educators
   (National Commission for Health Education Credentialling, Inc., 1985).
- 2. Examining current subject matter competencies specified for teacher certification.
- 3. Examining Florida Curriculum Frameworks for Grades 6-8 Basic Programs, and For Grades 9-12 Basic and Adult Secondary Programs Volume II: Science and Health (1990).
- 4. Analyzing Florida Sunshine State Standards for Health Education, including subordinate benchmarks (i.e., learner expectations) and existing health teacher competencies to determine deficiency areas.
- 5. Synthesizing K-12 performance indicators subordinate to each of the seven standards from the *National Health Education Standards*.
- 6. Developing new competencies in areas of deficiency.
- 7. Identifying subject matter specialists to serve on the product review panel.
- Designing a protocol and evaluation criteria for the product review panel (see Appendix B)
- Testing the protocol and evaluation criteria to determine its appropriateness for the product review.
- Revising competencies based on comments from an Education Standards
   Commission meeting on April 30, 1997.
- 11. Formulating a product review committee (see Appendix C).
- 12. Conducting the product review.
- 13. Revising competencies based on comments from the product review committee.

14. Submitting project draft (see Appendix A) to the Education Standards
Commission Task Force and the Florida Center for the Study of Teaching and
Learning on June 6, 1997 for review.

### References

Florida Department of Education (1996). *PreK-12 Sunshine State Standards and Instructional Practices for Health Education and Physical Education*. Tallahassee, FL: Author.

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Joint Committee on National Health Education Standards (1995). National Health Education Standards: Achieving Health Literacy. Atlanta, GA: American Cancer Society.

National Commission for Health Education Credentialling, Inc.(1985). A Framework for the Development of Competency-Based Curricula for Entry-Level Health Educators.

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# Appendix A

Standards and Accomplished Practices for

Florida's PreK-12 Health Education Teachers

(SAPFHET)

submitted to

Florida Education Standards Commission Department of Education Tallahassee, Florida

on Friday, June 6, 1997

bу

Dr. Jill W. Varnes Professor

Dr. Robert M. Weiler Assistant Professor

Department of Health Science Education College of Health & Human Performance University of Florida

> Room 5, FLG Box 118210 Gainesville, FL 32611-8210

Office: (352) 392-0583, ext. 282 Fax: (352) 392-3186

Strand A: Health Literacy

Standard 1: Health teachers will comprehend the principal concepts related to health

promotion and disease prevention.

### **Accomplished Practices**

- 1. describe the interrelationships of physical, mental, emotional, and social health through childhood, adolescence, and adulthood.
- 2. analyze how behaviors affect health and well-being.
- 3. explain the impact of personal behaviors on the human body systems.
- 4. analyze how family, peers, and community influence personal health.
- 5. analyze how physical and social environments influence personal, family, and community health.
- 6. analyze how public health policies and legislation affect personal, family, and community health.
- 7. describe proven strategies for delaying the onset and reducing the risks of identified health problems of children, adolescents, and adults.
- 8. identify health problems that can be detected and treated early.
- 9. explain how health care can prevent premature death and disability.
- 10. explain how injuries and diseases can be prevented or treated.
- 11. describe the role of lifestyle, pathogens, and family history in the cause and prevention of diseases and disorders.
- 12. analyze how the prevention and control of health problems are influenced by research and medical advances.

Strand A: Health Literacy

**Standard 2:** Ilealth teachers will demonstrate the ability to locate and retrieve valid health information and health products and services.

## **Accomplished Practices**

- 1. evaluate the validity of health information, products, and services.
- 2. locate, use, and evaluate health information from home, school, and community resources.
- 3. evaluate how media influence the selection of health information, products, and services.
- 4. locate school and community health and medical services for self and others.
- 5. compare costs and efficacy of health products.
- 6. analyze the availability, accessibility, and affordability of health care services.
- 7. analyze given situations requiring professional medical attention or services.

Strand B: Responsible Health Behaviors

**Standard 1**: Health teachers will demonstrate the ability to practice behaviors that improve health.

# **Accomplished Practices**

- 1. analyze the relationships between individual responsibility and personal, family, and community health.
- 2. interpret a personal health assessment to determine strategies for eliminating and reducing health risk behaviors.
- 3. analyze the short-term and long-term consequences of risking-taking behaviors.
- 4. develop strategies to improve or maintain personal, family, and community health.
- 5. develop injury prevention and control strategies for personal, family, and community health.
- 6. use strategies to manage stress.

**Strand B**: Responsible Health Behaviors

**Standard 2:** Health teachers will analyze the influence of culture, media, and technology on health.

## **Accomplished Practices**

The health teacher can effectively teach students to:

- 1. analyze how cultural beliefs affect health behaviors.
- 2. evaluate the effect of media on personal, family, and community health.
- 3. examine the impact of technology on personal, family, and community health.
- 4. predict how advances in technology will affect personal, family, and community health.

**Strand B:** Responsible Health Behaviors

**Standard 3:** Health teachers will demonstrate the ability to use interpersonal communication skills to improve health.

## **Accomplished Practices**

- 1. demonstrate verbal and non-verbal communications skills.
- 2. desc characteristics of a responsible friend or family member.
- 3. analyze how interpersonal communication affects relationships.
- 4. demonstrate how to express needs, wants, and emotions appropriately and effectively.
- 5. demonstrate communication skills to build and maintain healthy relationships.
- 6. demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- 7. analyze the possible causes of conflict in schools, families, and communities.
- 8. demonstrate strategies to manage and resolve conflict.

Strand C: Advocate and Promote Healthy Living

**Standard 1:** Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.

## **Accomplished Practices**

### The health teacher can:

1. apply decision-making strategies to resolve health concerns.

- 2. examine community health problems that require collaborative problem solving.
- 3. predict immediate and long-term impact of health decisions on personal, family, and community health.
- 4. develop a plan for attaining personal health goals.
- 5. evaluate progress toward achieving personal health goals.
- 6. identify the factors that discourage, motivate, facilitate, and reinforce health behavior.

**Strand C**: Advocate and Promote Healthy Living

**Standard 2**: Health teachers will demonstrate the ability to advocate for personal, family, and community health.

# **Accomplished Practices**

- 1. evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
- 2. express informed opinions about health issues.
- 3. design strategies that effectively communicate information, ideas, and opinions about contemporary health issues.
- 4. argue for or against a public health proposition.
- 5. develop a strategy to organize support for a public health proposition.
- 6. construct a health message for a specific target audience.
- 7. select an appropriate communication channel for a specific target audience.

# Appendix B

# Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

**Review Document** 

Florida Education Standards Commission
Department of Education
Tallahassee, Florida
April 21, 1997

May 1, 1997

<name>
<agency>
<address>
<city, state, zip code>

Dear <name>:

For the Florida Education Standards Commission I appreciate your help reviewing and assessing the Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET). You have been selected as a panel member because of your academic background and professional experience. Your opinions and suggestions will be used to improve the final SAPFHET product.

The Standards and Accomplished Practices specify what health teachers are expected to know and do in the classroom. They have been established to serve as a framework for improving teacher preparation and continuing education and as benchmarks for assessing teacher performance. The goal of Standards and Accomplished Practices is to increase teacher competence and improve academic achievement for Florida's children and youth.

Enclosed you will find the Standards and Accomplished Practices for Florida's Health Teachers (SAPFHET). Reviewing the Standards and Accomplished Practices collectively may help you in your overall assessment. Also, you will find the *Standards and Accomplished Practices for Florida's Health Teachers Review Document*. Inside the *SAPFHET Review Document* are the procedures for assessing the accomplished practices. Please complete the assessment and return the *SAPFHET Review Document* by Wednesday, May 14, 1997. A self-addressed stamped envelope is enclosed for your convenience. Should you have any questions about this assignment, please contact me by telephone at (352)-392-0583, ext. 282.

Thank you for your time and effort in serving as a panel review member. I look forward to receiving your assessment.

Sincerely,

Robert M. Weiler Assistant Professor

### Procedures for Assessment

Please answer questions A and B for each standard. The criteria for the assessment are listed below, each with examples of questions to consider. Begin the assessment by studying the criteria. After studying the criteria you will be ready to start the review process.

Question A: As stated would you say this accomplished practice is:

a. Focused: Does the accomplished practice concentrate directly on the content and behavior to be measured?

b. Brief: Is the accomplished practice written as concisely as possible?

c. Clear: Is the accomplished practice written as unambiguously and simply as possible?

**Question B:** As a guide for improving teacher preparation and continuing education, would you say this accomplished practice is:

d. Reasonable: Is it reasonable to expect health teachers to demonstrate an ability to teach this accomplished practice?

e. Essential: Is it imperative that health teachers teach this accomplished practice?

f. Relevant: Is the accomplished pratice consistent with current professional knowledge and skills of qualified classroom health teachers?

g. Measureable: Is the accomplished practice capable of being measured?

# **Directions for Assessment**

Complete the review by answering Questions A and B for the accomplished practice indentified on each page. Write any comments or suggestions that you have about any accomplished practice, including alternative language, directly on the page.

Strand A: Health Literacy

**Standard 1:** Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

## **Accomplished Practices**

The health teacher can effectively teach students to:

- 1. analyze how behaviors affect health and well-being.
- 2. describe the interrelationships of mental, emotional, social, and physical health through childhood, adolescence, and adulthood.
- 3. explain the impact of personal behaviors on the human body systems.
- 4. analyze how family, peers, and community influence personal health.
- 5. analyze how physical, social, and emotional environments influence personal, family, and community health.
- 6. describe proven strategies for delaying the onset and reducing the risks of identified health problems of children, adolescents, and adults.
- 7. identify health problems that can be detected and treated early.
- 8. explain how appropriate health care can prevent premature death and disability.
- 9. analyze how public health policies and government regulations affect personal, family, and community health.
- 10. explain how injuries and illnesses can be prevented or treated.
- 11. describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of diseases, disorders, and other health conditions.
- 12. analyze how the prevention and control of health problems are influenced by research and medical advances.

Strand A: Health Literacy

**Standard 1:** Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

# **Accomplished Practices**

The health teacher can effectively teach students to:

1.	analyze how behaviors	s affect health a	nd well-being.

A.	As	stated would	you say this	s accomplished practice is:
	a. b. c.	focused brief clear	☐ Yes ☐ Yes ☐ Yes	
	Co	mments:		
В.		a guide for in this accompl		acher preparation and continuing education, would ice is:
	a.	reasonable	☐ Yes	□No
	Ь.	essential	☐ Yes	□ No
		relevant		
	d.	measurable	☐ Yes	□ No
	Co	omments:		

Strand A: Health Literacy Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention. **Accomplished Practices** The health teacher can effectively teach students to: 2. describe the interrelationships of mental, emotional, social, and physical health through childhood, adolescence, and adulthood. A. As stated would you say this accomplished practice is: a. focused ☐ Yes ☐ No b. brief ☐ Yes ☐ No ☐ Yes □ No c. clear Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes ☐ No b. essential ☐ Yes □ No c. relevant ☐ Yes ☐ No d. measurable ☐ Yes □ No Comments:

Strand A:			Health Literacy					
Standard 1:			Health teachers will comprehend the principal concepts related to health promotion and disease prevention.					
Accon	nplis	she	d Practices					
The he	ealth	tea	cher can effec	tively teacl	h students to:			
3. expla			n the impact (	of behavio	rs on the human body systems.			
	A.	As	stated would	you say thi	is accomplished practice is:			
		b.	brief	☐ Yes ☐ Yes ☐ Yes	□ No			
			omments:					
			a guide for improving teacher preparation and continuing education, would this accomplished practice is:					
			reasonable	☐ Yes	□ No			
			essential					
			relevant measurable	☐ Yes☐ Yes	□ No			
		Co	omments:					
		_						

Strand A: Health Literacy Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention. **Accomplished Practices** The health teacher can effectively teach students to: 4. analyze how family, peers, and community influence personal health. A. As stated would you say this accomplished practice is: ☐ Yes □ No a. focused b. brief ☐ Yes ☐ No c. clear ☐ Yes □ No Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes □ Nc ☐ Yes □ No b. essential c. relevant ☐ Yes ☐ No Q Yes d. measurable □ No Comments:

Strand A:	Health Literacy				
Standard 1:	Health teachers will comprehend the principal concepts related to health promotion and disease prevention.				
Accomplishe	d Practices				
The health tea	acher can effectively teach students to:				
-	ze how physical, social, and emotional environments influence personal, , and community health.				
A. As	s stated would you say this accomplished practice is:				
b. с.	focused				
	omments:				
_					
	s a guide for improving teacher preparation and continuing education, would y this accomplished practice is:				
b. c. d.	reasonable  Yes  No essential  Yes  No relevant  Yes  No measurable  Yes  No				
	you checked <b>NO</b> to any of the above criteria, please write your comments d suggestions for revision directly on this page.				

Strand A: Health Literacy Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention. **Accomplished Practices** The health teacher can effectively teach students to: 6. describe proven strategies for delaying the onset and reducing the risks of identified health problems of children, adolescents, and adults. A. As stated would you say this accomplished practice is: a. focused Q Yes U No ☐ Yes b. brief □ No C) Yes c. clear U No Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: Q Yes a. reasonable ☐ No b. essential T Yes □ No ☐ Yes c. relevant O No ☐ No Comments:

Strand A:		Health Literacy					
Standard 1:		Health teachers will comprehend the principal concepts related to health promotion and disease prevention.					
Accompli	she	d Practices					
The health	tea	cher can effec	tively teacl	h students to:			
7. ide	enti	fy health prol	olems that	can be detected and treated early.			
A.	As	stated would	you say thi	is accomplished practice is:			
	b.	brief	☐ Yes ☐ Yes ☐ Yes	□ No			
	——————————————————————————————————————	omr 's:					
В.		a guide for in y this accompl		eacher preparation and continuing education, wou	ld		
	b. c. d.	reasonable essential relevant measurable omments:	☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes	□ No □ No			
				of the above criteria, please write your comments n directly on this page.			

Health Literacy Strand A: Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention. **Accomplished Practices** The health teacher can effectively teach students to: 8. explain how appropriate health care can prevent premature death and disability. A. As stated would you say this accomplished practice is: □ No a. focused ☐ Yes □ No b. brief ☐ Yes ☐ Yes □ No c. clear Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes □ No ☐ Yes b. essential □ No ☐ Yes □ No c. relevant □ No Comments:

Strand A: Health Literacy Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention. **Accomplished Practices** The health teacher can effectively teach students to: 9. analyze how public health policies and government regulations affect personal, family, and community health. A. As stated would you say this accomplished practice is: a. focused □ Yes □ No b. brief ☐ Yes □ No ☐ Yes □ No c. clear Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes □ No b. essential ☐ Yes □ No c. relevant ☐ Yes  $\square$  No □ No Comments:

Strand A:		Health Litera	су					
Standard	1:	Health teachers will comprehend the principal concepts related to health promotion and disease prevention.						
Accomplis	shec	l Practices						
The health	tea	cher can effec	tively teach	students to:				
10. ехг	olai	n how injurie	s and illne	sses can be prevented or treated.				
Λ.	As	stated would	you say thi	s accomplished practice is:				
	b.	focused brief clear	☐ Yes ☐ Yes ☐ Yes					
	Co	mments:						
В.		a guide for in		acher preparation and continuing education, would ice is:				
	b. c. d.	reasonable essential relevant measurable minents:	☐ Yes ☐ Yes ☐ Yes ☐ Yes					
				of the above criteria, please write your comments a directly on this page.				

Strand A: Health Literacy Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention. **Accomplished Practices** The health teacher can effectively teach students to: 11. describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of diseases, disorders, and health problems. A. As stated would you say this accomplished practice is: ☐ Yes a. focused □ No ☐ Yes b. brief □ No c. clear ☐ Yes ☐ No Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes □ No b. essential ☐ Yes □ No c. relevant ☐ Yes □ No ☐ No Comments:

Health Literacy Strand A:

Standard 1: Health teachers will comprehend the principal concepts related to health promotion and disease prevention.

# **Accomplished Practices**

The health teacher can effectively teach students to:

12. analyze how the prevention and control of health problems are influenced by research and medical advances.

A.	As	stated would	you say thi	s accomplished practice is:
		focused brief clear	☐ Yes ☐ Yes ☐ Yes	□ No
	Co	omments:		
	_			
В.		a guide for in this accompl		acher preparation and continuing education, would ce is:
		reasonable		
		essential relevant		
		measurable		
	Co	mments:	-	
	If	you checked N	O to any o	f the above criteria, please write your comments

and suggestions for revision directly on this page.

Strand A: Health Literacy

**Standard 2:** Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services.

### **Accomplished Practices**

The health teacher can effectively teach students to:

- 1. evaluate the validity of health information, products, and services.
- 2. demonstrate the ability to locate, use, and evaluate information from home, school, and community resources.
- 3. evaluate how media influence the selection of health information, products, and services.
- 4. demonstrate the ability to locate school and community health and medical services for self and others.
- 5. compare costs and efficacy of health products.
- 6. analyze the availability, accessibility, and affordability of medical care services.
- 7. analyze situations requiring professional medical attention or services.

Strand A: Health Literacy

**Standard 2:** Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services.

# **Accomplished Practices**

The health teacher can effectively teach students to:

1. evaluate the validity of health information, products, and services.

A.	As	stated would	you say thi	s accomplished	practice is:	
		focused brief clear	☐ Yes ☐ Yes ☐ Yes			
	Co	mments:				
B.		a guide for in this accompli			on and continuing education, would	
	a. reasonable 🗆 Yes 🗅 No					
	,					
	b.	essential	☐ Yes	□ No		
	c.		☐ Yes ☐ Yes	□ No □ No □ No		
	c. d.	essential relevant measurable	☐ Yes ☐ Yes ☐ Yes	□ No		
	c. d.	essential relevant measurable	☐ Yes ☐ Yes ☐ Yes	□ No □ No		
	c. d.	essential relevant measurable	☐ Yes ☐ Yes ☐ Yes	□ No □ No		
	c. d.	essential relevant measurable	☐ Yes ☐ Yes ☐ Yes	□ No □ No		

and suggestions for revision directly on this page.

If you checked NO to any of the above criteria, please write your comments

Strand A: Health Literacy

**Standard 2:** Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services.

# **Accomplished Practices**

The health teacher can effectively teach students to:

2. demonstrate the ability to locate, use, and evaluate information from home, school, and community resources.

A.	As	stated would y	ou say thi	s accomplished practice is:
	a. b. c.	focused brief clear	☐ Yes ☐ Yes ☐ Yes	
	Co	mments:		
В.		a guide for im		acher preparation and continuing education, would ce is:
	a.	reasonable	☐ Yes	□No
			☐ Yes	
			☐ Yes	
	d.	measureable	⊔ Yes	□ No
	Co	mments:		

Strand A: Health Literacy

Standard 2: Health teachers will demonstrate the

**Standard 2:** Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services.

# **Accomplished Practices**

a. focused

b. brief

The health teacher can effectively teach students to:

☐ Yes

☐ Yes

3. evaluate how media influence the selection of health information, products, and services.A. As stated would you say this accomplished practice is:

☐ No

☐ No

c.	clear	☐ Yes	) No
Co	mments:		

B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:

a.	reasonable	Yes	🗀 No
b.	cssential	Yes	🔾 No
c.	relevant	Yes	🗆 No
d.	measurable	☐ Yes	□ No

Comments:

Strand A: Health Literacy Standard 2: Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services. **Accomplished Practices** The health teacher can effectively teach students to: 4. demonstrate the ability to locate school and community health and medical services for self and others. A. As stated would you say this accomplished practice is: a. focused ☐ Yes ☐ No ☐ Yes ☐ No b. brief c. clear ☐ Yes ☐ No Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes ☐ No b. essential ☐ Yes ☐ No c. relevant ☐ Yes ☐ No ☐ No Comments:

Strand A:	Health Litera	су					
Standard 2:	Health teache health inform					nd retrieve v	valid
Accomplishe	d Practices					,	
The health tea	icher can effec	tively teach	n students to	):			
5. comp	are costs and	efficacy of	health pro	ducts.			
A. As	stated would	you say thi	s accomplis	shed practi	ice is:		
c.		☐ Yes ☐ Yes ☐ Yes	☐ No				
	s a guide for in y this accompl	_		ration and	l continuir	ng education	n, would
b. с.	reasonable essential relevant measurable	☐ Yes					
Co 	omments:						
	you checked N					e your com	ments

Strand A: Health Literacy

**Standard 2:** Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services.

### **Accomplished Practices**

The health teacher can effectively teach students to:

6. analyze the availability, accessibility, and affordability of medical care services.

A.	As	stated would	you say thi	s accomplished practice is:
			☐ Yes ☐ Yes ☐ Yes	□ No
	Co	omments:		
			<u> </u>	
В.		a guide for in y this accompl		acher preparation and continuing education, would ice is:
	a.	reasonable	☐ Yes	□ No
		essential		
		relevant		
	d.	measurable	☐ Yes	□ No
	Co	omments:		

Strand A: Health Literacy Standard 2: Health teachers will demonstrate the ability to locate and retrieve valid health information and health products and services. **Accomplished Practices** The health teacher can effectively teach students to: 7. analyze situations requiring professional medical attention or services. A. As stated would you say this accomplished practice is: ☐ Yes □ No a. focused b. brief ☐ Yes □ No □ Yes □ No c. clear Comments: B. As a guide for improving teather preparation and continuing education, would say this accomplished practice is: reasonable ☐ Yes ☐ No ☐ Yes b. essential □ No c. relevant ☐ Yes □ No d. measurable Yes □ No Comments:

## Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

**Strand B**: Responsible Health Behaviors

Standard 1: Health teachers will demonstrate the ability to practice behaviors that

improve health.

### **Accomplished Practices**

The health teacher can effectively teach students to:

- 1. analyze the relationships between individual responsibility and personal, family, and community health.
- 2. evaluate a personal health assessment to determine strategies for eliminating and reducing health risk behaviors.
- 3. analyze the short-term and long-term consequences of risking-taking behaviors.
- 4. develop strategies to improve or maintain personal, family, and community health.
- 5. develop injury prevention and control strategies for personal, family, and community health.
- 6. use strategies to manage stress.

Responsible Health Behaviors Strand B: Standard 1: Health teachers will demonstrate the ability to practice behaviors that improve health. **Accomplished Practices** The health teacher can effectively teach students to: 1. analyze the relationships between individual responsibility and personal, family, and community health. A. As stated would you say this accomplished practice is: ☐ Yes □ No a. focused b. brief ☐ Yes □ No C) Yes ☐ No c. clear Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes ☐ No ☐ Yes b. essential □ No ☐ Yes c. relevant ☐ No d. measurable Yes □ No Comments:

38

If you checked **NO** to any of the above criteria, please write your comments

and suggestions for revision directly on this page.

Responsible Health Behaviors Strand B: Standard 1: Health teachers will demonstrate the ability to practice behaviors that improve health. **Accomplished Practices** The health teacher can effectively teach students to: 2. evaluate a personal health assessment to determine strategies for eliminating and reducing health risk behaviors. A. As stated would you say this accomplished practice is: ☐ Yes ☐ No a. focused b. brief ☐ Yes □ No ☐ Yes □ No c. clear Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes ☐ No ☐ Yes □ No b. essential c. relevant ☐ Yes □ No □ No Comments:

Responsible Health Behaviors Standard 1: Health teachers will demonstrate the ability to practice behaviors that improve health. **Accomplished Practices** The health teacher can effectively teach students to: 3. analyze the short-term and long-term consequences of risk taking behaviors. A. As stated would you say this accomplished practice is: a. focused ☐ Yes ☐ No b. brief ☐ Yes ☐ No c. clear ☐ Yes ☐ No Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable Ta Yes □ No b. essential ☐ Yes □ No ☐ Yes c. relevant ☐ No ☐ No Comments: If you checked **NO** to any of the above criteria, please write your comments

Strand B:

and suggestions for revision directly on this page.

Strand B:	Responsible F	ieaith Bena	aviors	
Standard 1:	Health teache improve healt		constrate the ability to practice behaviors that	
Accomplishe	d Practices			
The health tea	cher can effect	ively teach	students to:	
4. develo	-	improve (	or maintain personal, family, and community	
A. As	stated would y	ou say this	s accomplished practice is:	
b. c.	brief	☐ Yes ☐ Yes ☐ Yes	□ No	
_				_
	s a guide for im y this accompli		acher preparation and continuing education, would	d
	rcasonable			
	essential			
	relevant measurable			
Co	omments:			_
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			f the above criteria, please write your comments directly on this page.	

Strand B	:	Responsible l	Health Beha	aviors			
Standard	1:	Health teache improve healt		nonstrate the a	ability to prae	tice behaviors t	hat
Accompl	ished	l Practices					
The health	h tea	cher can effec	tively teach	students to:			
		p injury prev unity health.	ention and	l control stra	ategies for pe	rsonal, family,	and
A	. As	stated would	you say this	s accomplishe	ed practice is:		
	c.	brief	☐ Yes ☐ Yes ☐ Yes				
В		a guide for in this accompl			ition and conti	nuing education	n, would
	b. c.	reasonable essential relevant measurable					
		omments:					
	lf	you checked N	O to any o	of the above c	riteria, please	write your com	iments

and suggestions for revision directly on this page.

Strand	d B:		Responsible l	Health Beh	aviors
Standa			·	ers will dem	nonstrate the ability to practice behaviors that
Accom	nplis	shee	d Practices		
The he	ealth	tea	cher can effec	tively teach	students to:
6.	use	esti	rategies to ma	rage stress	s.
	A.	As	stated would	you say this	s accomplished practice is:
		b.	focused brief clear	☐ Yes	□No
		<b>C</b> o	omments:		
					· · · · · · · · · · · · · · · · · · ·
	В.		a guide for in y this accompl		acher preparation and continuing education, would ice is:
		b. c.	reasonable essential relevant measurable	☐ Yes	□ No □ No
		Ce	omments:		

## Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

**Strand B**: Responsible Health Behaviors

**Standard 2**: Health teachers will analyze the influence of culture, media, and technology on health.

### **Accomplished Practices**

The health teacher can effectively teach students to:

- 1. analyze how cultural beliefs affect health behaviors, including the use of medical care services.
- 2. evaluate the effect of media on personal, family, and community health.
- 3. evaluate the impact of technology on personal, family, and community health.
- 1. analyze how advances in technology will affect personal, family, and community health.
- 5. analyze how information from school, peers, family, and community influences health.

Standard	2:	Health teache technology or		yze the infl	uence of cu	ılture, medi	a, and
Accomplis	she	d Practices					
The health	tea	cher can effec	tively teach	students to	:		
	-	ze how cultura al care service		ffect health	behaviors	s, including	the use of
A.	As	stated would	you say this	s accomplis	hed practic	e is:	
	b.	brief	☐ Yes ☐ Yes ☐ Yes	□ No			
	Co	mments:					
В.		a guide for in this accompli			ration and o	continuing o	education, would
		reasonable					
		essential					
		relevant measurable					
	Co	omments:					
						<del></del>	
		-					
		you checked N				ease write y	our comments

Strand B:

Responsible Health Behaviors

45 43

Stand	ard	2:	Health teachetechnology or		yze the infl	uence of c	culture, me	dia, and	
Accon	apli	shec	l Practices						
The he	alth	tea	cher can effec	tively teach	students to	:			
2.	eva	alua	te the effect o	of media on	personal,	family, ar	nd commu	nity health.	
	A.	As	stated would	you say this	accomplish	ned practio	ce is:		
		b.	focused brief clear	☐ Yes ☐ Yes ☐ Yes	□ No				
		Co	mments:						
				<del></del>		-4			
	В.		a guide for in this accompl			ration and	continuing	g education,	would
			reasonable essential						
		c.	relevant measurable	☐ Yes	□ No				
		Co	mments:						
		_			·				
			you checked N					your comm	ents

Strand B:

Responsible Health Behaviors

Strand B: Responsible Health Behaviors Standard 2: Health teachers will analyze the influence of culture, media, and technology on health. **Accomplished Practices** The health teacher can effectively teach students to: 3. evaluate the impact of technology on personal, family, and community health. A. As stated would you say this accomplished practice is: ☐ Yes a. focused ☐ No b. brief ☐ Yes ☐ No c. clear ☐ Yes ☐ No Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes ☐ No ☐ Yes b. essential ☐ No c. relevant ☐ Yes ☐ No ☐ No Comments:

and suggestions for revision directly on this page.

If you checked NO to any of the above criteria, please write your comments

Strand B: Responsible Health Behaviors Standard 2: Health teachers will analyze the influence of culture, media, and technology on health. Accomplished Practices The health teacher can effectively teach students to: 4. analyze how advances in technology will affect personal, family, and community health. A. As stated would you say this accomplished practice is: a. focused ☐ Yes ☐ No ☐ Yes b. brief ☐ No ☐ Yes □ No c. clear Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: ☐ Yes ☐ No a. reasonable ☐ Yes □ No b. essential ☐ Yes c. relevant ☐ No ☐ No Comments: If you checked **NO** to any of the above criteria, please write your comments

and suggestions for revision directly on this page.

Strand B: Responsible Health Behaviors

**Standard 2:** Health teachers will analyze the influence of culture, media, and technology on health.

### **Accomplished Practices**

The health teacher can effectively teach students to:

5. analyze how information from school, peers, family, and community influences health.

<ol> <li>As stated would you say this accomplished process.</li> </ol>	ractice	is:
------------------------------------------------------------------------	---------	-----

a.	focused	Yes	🗆 No
b.	brief	☐ Yes	□ No
c.	clear	☐ Yes	□ No

Comments:

- B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:
  - a. reasonable ☐ Ycs ☐ No
    b. essential ☐ Yes ☐ No
    c. relevant ☐ Yes ☐ No
  - d. measurable 🖸 Yes 🗖 No

Comments:

## Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

**Strand B**: Responsible Health Behaviors

**Standard 3**: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health.

#### **Accomplished Practices**

The health teacher can effectively teach students to:

- 1. demonstrate verbal and non-verbal communications skills.
- 2. describe characteristics of a responsible friend and family member.
- 3. analyze how interpersonal communication affects relationships.
- 4. demonstrate how to express needs, wants, and emotions appropriately and effectively.
- 5. demonstrate communication skills to build and maintain healthy relationships.
- 6. demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- 7. analyze the possible causes of conflict in schools, families, and communities.
- 8. demonstrate strategies to prevent, manage, and resolve interpersonal conflict.

Strand B: Responsible Health Behaviors Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health. **Accomplished Practices** The health teacher can effectively teach students to: 1. demonstrate verbal and non-verbal companication skills... A. As stated would you say this accomplished practice is: a focused ☐ Yes □ No ☐ Yes □ No b. brief c. clear ☐ Yes □ No Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: ☐ Yes □ No a. reasonable ☐ Yes ☐ No b. essential ☐ Yes □ No c. relevant □ No Comments:

and suggestions for revision directly on this page.

If you checked **NO** to any of the above criteria, please write your comments

Standard	3:	Health teache communication			•	•	
Accomplis	shee	l Practices					
The health	tea	cher can effect	tively teach	students to:			
2. des	seri	be characteris	stics of a re	esponsible fr	iend and fam	ily member.	
A.	As	stated would	you say this	s accomplishe	ed practice is:		
	b.	focused brief clear		□ No			
	Co	mments:					
			<u>,</u>				
В.		a guide for in			tion and conti	inuing educatio	on, would
		reasonable	☐ Yes	□ No			
		essential relevant					
		measurable					
	Co	omments:					
		you checked <b>N</b> d suggestions				write your con	nments

Strand B:

Responsible Health Behaviors

Responsible Health Behaviors Strand B: Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health and well-being.. Accomplished Practices The health teacher can effectively teach students to: 3. analyze how interpersonal communication affects relationships. A. As stated would you say this accomplished practice is: ☐ Yes □ No a. focused ☐ Yes ☐ No b. brief ☐ Yes ☐ No c. clear Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes  $\square$  No b. essential ☐ Yes  $\square$  No ☐ Yes □ No c. relevant  $\square$  No Comments:

Strand	<b>B</b> :	Responsible	Health Beh	aviors				
Standa	rd 3:	Health teache communicati			•			
Accom	plishe	d Practices						
The hea	ilth tea	acher can effec	tively teach	n students t	o:			
	demo: effect	nstrate how to ively.	express n	eeds, want	s, and em	otions app	propriatel	y and
	A. As	s stated would	you say thi	s accompli	shed practi	ce is:		
	b.		☐ Yes ☐ Yes ☐ Yes	□ No				
	C	omments:		····				
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		s a guide for in y this accompl			aration and	continuin	g educatio	n, would
	b. c.	reasonable essential relevant measurable	□ Yes □ Yes	□ No				
	C	omments:						
	_							

Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health and well-being. **Accomplished Practices** The health teacher can effectively teach students to: 5. demonstrate communication skills to build and maintain healthy relationships. A. As stated would you say this accomplished practice is: ☐ Yes □ No a. focused b. brief ☐ Yes □ No ☐ Yes □ No c. clear Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes □ No b. essential ☐ Yes ☐ No c. relevant ☐ Yes □ No ☐ No Comments: If you checked NO to any of the above criteria, please write your comments and suggestions for revision directly on this page.

Strand B:

Responsible Health Behaviors

Strand B: Responsible Health Behaviors

**Standard 3**: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health and well-being.

### **Accomplished Practices**

The health teacher can effectively teach students to:

			l, negotiat	ion, and collaboration skills to avoid potentially
A.	As	stated would	you say thi	s accomplished practice is:
	Co	mments:		
В.	As	a quide for in	anvarina ta	eacher preparation and continuing education, would
	say	this accompl		
			ished pract	
	a. b.	y this accompl reasonable essential	ished pract  Yes Yes Yes	ice is:  No No
	a. b. c.	reasonable essential relevant	ished pract ☐ Yes ☐ Yes ☐ Yes ☐ Yes	ice is:  No No No No
	a. b. c.	y this accompl reasonable essential	ished pract ☐ Yes ☐ Yes ☐ Yes ☐ Yes	ice is:  No No No No
	a. b. c. d.	reasonable essential relevant measurable	☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes	ice is:  No No No No
	a. b. c. d.	reasonable essential relevant measurable	☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes	ice is:  No No No No No No
	a. b. c. d.	reasonable essential relevant measurable	☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes	ice is:  No No No No No
	ha A.	A. As a. b. c. Co	A. As stated would  a. focused b. brief c. clear  Comments:	A. As stated would you say thi  a. focused  Yes b. brief  Yes c. clear  Yes  Comments:

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and suggestions for revision directly on this page.

If you checked **NO** to any of the above criteria, please write your comments

Responsible Health Behaviors Strand B: Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health and well-being. **Accomplished Practices** The health teacher can effectively teach students to: 7. analyze the possible causes of conflict in schools, families, and communities... A. As stated would you say this accomplished practice is: ☐ Yes ☐ No a. focused b. brief ☐ Yes □ No c. clear Yes □ No Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes □ No b. essential ☐ Yes □ No c. relevant ☐ Yes ☐ No □ No Comments:

Strand B: Responsible Health Behaviors Standard 3: Health teachers will demonstrate the ability to use interpersonal communication skills to improve health and well-being. **Accomplished Practices** The health teacher can effectively teach students to: 8. demonstrate strategies to prevent, manage, and resolve interpersonal conflict. A. As stated would you say this accomplished practice is: ☐ Yes  $\square$  No a. focused ☐ Yes □ No b. brief ☐ Yes □ No c. clear Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes □ No □ Yes b. essential □ No ☐ Yes c. relevant □ No d. measurable Yes □ No Comments:

# Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand C: Advocate and Promote Healthy Living

**Standard 1:** Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.

#### **Accomplished Practices**

The health teacher can effectively teach students to:

- 1. apply decision-making strategies to issues related to health, including risk taking behaviors.
- 2. analyze health concerns that require collaborative decision-making.
- 3. predict immediate and long-term impact of health decisions on personal, family, and community health.
- 4. develop a plan for attaining personal health goals.
- 5. evaluate progress toward achieving personal health goals.
- 6. evaluate a plan for healthful living.
- 7. identify factors that motivate, facilitate, and reinforce health behavior.

**Strand C:** Advocate and Promote Healthy Living

**Standard 1:** Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.

### **Accomplished Practices**

The health teacher can effectively teach students to:

a. b. c.	focused brief	□ Yes	y this accomplished practice is:
b. с.	brief		□ No
C.		L) 1/	
		⊔ Yes	□No
Co	clear	🗅 Yes	□ No
	mments:		
say	a guide for in this accompl	ished pract	
	essential		
	relevant		
	measurable		
Co	mments:		

Strand C: Advocate and Promote Healthy Living Standard 1: Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health. **Accomplished Practices** The health teacher can effectively teach students to 2. analyze health concerns that require collaborative decision-making. A. As stated would you say this accomplished practice is: ☐ Yes □ No a. focused ☐ Yes □ No b. brief c. clear ☐ Yes □ No Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes □ No b. essential Q Yes □ No ☐ Yes ☐ No c. relevant ☐ No Comments:

If you checked **NO** to any of the above criteria, please write your comments

and suggestions for revision directly on this page.

Advocate and Promote Healthy Living Strand C: Standard 1: Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health. **Accomplished Practices** The health teacher can effectively teach students to 3. predict immediate and long-term impact of decisions on personal, family, and community health. A. As stated would you say this accomplished practice is: a. focused ☐ Yes ☐ No ☐ Yes ☐ No b. brief c. clear ☐ Yes ☐ No Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable **Q** Yes ☐ No b. essential Yes ☐ No ☐ Yes ☐ No c. relevant ☐ No Comments:

Strand C: Advocate and Promote Healthy Living

**Standard 1:** Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.

### **Accomplished Practices**

The health teacher can effectively teach students to

4.	develop a plan for attaining personal health goals.	

A.	As	stated would	you say thi	s accomplished practice is:	
	a.	focused	☐ Yes	□ No	
	b.			□No	
	C.	clear	☐ Yes	□ No	
	Co	mments:			
В.		a guide for in this accompl		acher preparation and continuing ed ce is:	ucation, would
В.					ucation, would
В.	say a.	y this accompl	ished pract  Yes	ce is: □ No	ucation, would
В.	say a. b.	y this accompl reasonable essential	ished pract  Yes	ce is:	ucation, would
B.	say a. b. c.	y this accompl reasonable essential	ished pract ☐ Yes ☐ Yes ☐ Yes ☐ Yes	ce is:	ucation, would
В.	a. b. c. d.	y this accompl reasonable essential relevant	ished pract ☐ Yes ☐ Yes ☐ Yes ☐ Yes	ce is:  No No No	ucation, would
В.	a. b. c. d.	reasonable essential relevant measurable	ished pract ☐ Yes ☐ Yes ☐ Yes ☐ Yes	ce is:  No No No	ucation, would
В.	a. b. c. d.	reasonable essential relevant measurable	ished pract ☐ Yes ☐ Yes ☐ Yes ☐ Yes	ce is:  No No No	ucation, would
B.	a. b. c. d.	reasonable essential relevant measurable	ished pract ☐ Yes ☐ Yes ☐ Yes ☐ Yes	ce is:  No No No	ucation, would

Strand	Strand C:		Advocate and Promote Healthy Living						
Standard 1:			Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.						
Accom	plisł	ıed	Practices						
The hea	alth t	eac	cher can effect	ively teach	siudents to				
5.	eval	ua	te progress to	ward achi	eving personal health goals.				
	Α.	Λs	stated would	you say this	s accomplished practice is:				
	l	э.		☐ Yes ☐ Yes ☐ Yes	☐ No				
	(	Co	mments:						
	-								
	-								
		As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:							
			reasonable essential						
			relevant measurable						
	1	Co	mments:						
			-,						

Strand C: Advocate and Promote Healthy Living Standard 1: Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health. **Accomplished Practices** The health teacher can effectively teach students to 6. evaluate a plan for healthful living. A. As stated would you say this accomplished practice is: ☐ No a. focused ☐ Yes b. brief Yes □ No c. clear ☐ Yes ☐ No Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes ☐ No ☐ Yes b. essential ☐ No c. relevant Yes ☐ No d. measurable 🖸 Yes ☐ No Comments:

Strand C:			Advocate and Promote Healthy Living							
Standard 1:			Health teachers will demonstrate the ability to use goal-setting and decision-making skills to improve health.							
Accon	nplis	she	d Practices							
The he	ealth	tea	cher can effec	tively teacl	n students t	o				
7.	ide	nti	fy factors tha	t motivate,	, facilitate,	and reinf	orce behavi	iors.		
	A.	As	stated would	you say thi	s accompli	shed practi	ice is:			
			focused brief clear	☐ Yes ☐ Yes ☐ Yes						
		Co	Comments:							
		_								
	В.		s a guide for improving teacher preparation and continuing education, would y this accomplished practice is:							
		b. c. d.	reasonable essential relevant measurable omments:	☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes☐ Yes						
			you checked <b>NO</b> to any of the above criteria, please write your comments d suggestions for revision directly on this page.							

### Standards and Accomplished Practices for Florida's Health Education Teachers (SAPFHET)

Strand C: Advocate and Promote Healthy Living

Standard 2: Health teachers will demonstrate the ability to advocate for personal, family, and community health.

### **Accomplished Practices**

The health teacher can effectively teach students how to:

- evaluate the effectiveness of communication methods for accurately expressing 1. health information and ideas.
- 2. express information and opinions about health issues.
- 3. use strategies to overcome barriers when communicating information, ideas, feelings, and opinions about contemporary health issues.
- 4. demonstrate the ability to influence and support others in making positive decisions.
- 5. demonstrate the ability to work cooperatively when advocating for personal. family, and community health.
- demonstrate the ability to adapt health messages and communication techniques 6. to the characteristics of a particular audience.

Advocate and Promote Healthy Living Strand C: Standard 2: Health teachers will demonstrate the ability to advocate for personal, family, and community health. **Accomplished Practices** The health teacher can effectively teach students how to: 1. evaluate the effectiveness of communication methods for accurately expressing health information and ideas. A. As stated would you say this accomplished practice is: ☐ Yes ☐ No a. focused b. brief ☐ Yes ☐ No ☐ Yes □ No c. clear Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes □ No ☐ Yes □ No b. essential c. relevant ☐ Yes ☐ No ☐ No Comments:

and suggestions for revision directly on this page.

If you checked **NO** to any of the above criteria, please write your comments

Strand C:			Advocate and Promote Healthy Living								
Standard 2:		2:	Health teachers will demonstrate the ability to advocate for personal, family, and community health.								
Accom	plis	shed	l Practices								
The he	alth	tea	cher can effect	tively teach	h students how to:						
2.	exp	res	s information	and opini	ions about health issues.						
	A.	As	stated would	you say this	s accomplished practice is:						
ł			brief	☐ Yes ☐ Yes ☐ Yes	□ No						
		Co	mments:								
	В.		As a guide for improving teacher preparation and continuing education, would								
	a. b. c.		this accompli	-							
			reasonable essential relevant measurable	☐ Yes							
C		Co	mments:								
					of the above criteria, please write your comments in directly on this page.						

69 7.3

Strand C: Advocate and Promote Healthy Living **Standard 2:** Health teachers will demonstrate the ability to advocate for personal, family, and community health. **Accomplished Practices** The health teacher can effectively teach students how to: 3. use strategies to overcome barriers when communicating information, ideas, feelings, and opinions about contemporary health issues. A. As stated would you say this accomplished practice is: a. focused ☐ Yes ☐ No b. brief ☐ Yes □ No c. clear ☐ Yes ☐ No Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes ☐ No ☐ Yes ☐ No b. essential c. relevant ☐ Yes ☐ No d. measurable Yes □ No Comments:

Strand C:			Advocate and Promote Healthy Living						
Standard 2:			Health teachers will demonstrate the ability to advocate for personal, family, and community health.						
Accom	plis	shee	d Practices						
The he	alth	tea	cher can effec	tively teacl	n students l	now to:			
4.			istrate the ab ons.	ility to infl	uence and	support o	thers in m	aking positi	ve
	A.	As	stated would	you say thi	s accompli	shed practi	ce is:		
		a. b. c.	focused brief clear	☐ Yes ☐ Yes ☐ Yes	□ No □ No □ No				
		Co	mments:						
В.		As a guide for improving teacher preparation and continuing education, would say this accomplished practice is:							
		a.	reasonable	☐ Yes	□ No				
			essential						
			relevant measurable	☐ Yes ☐ Yes	.□ No □ No				
		Co	omments:						
		_							<del></del>
		If.	you checked N	NO to any o	of the above	e criteria. n	lease write	your comme	ents
			d suggestions					•	

			Advocate and Promote Healthy Living							
		2:	Health teachers will demonstrate the ability to advocate for personal, family, and community health.							
Accon	nplis	shed	l Practices							
The he	ealth	tea	cher can effec	tively teach	h students how to:					
5.			strate the ab , and commu	-	rk cooperatively when advocating for personal, h.					
	A.	As	stated would	you say thi	s accomplished practice is:					
				☐ Yes ☐ Yes ☐ Yes	□ No					
		Co	Comments:							
		_				_				
	В.		s a guide for improving teacher preparation and continuing education, would by this accomplished practice is:							
		b. c. d.	measurable	☐ Yes ☐ Yes	□ No □ No □ No					
		If :	you checked <b>N</b>	I <b>O</b> to any c	of the above criteria, please write your comments of directly on this page.					

Strand C: Advocate and Promote Healthy Living Standard 2: Health teachers will demonstrate the ability to advocate for personal, family, and community health. **Accomplished Practices** The health teacher can effectively teach students how to: 6. demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience. A. As stated would you say this accomplished practice is: ☐ Yes ☐ No a. focused b. brief ☐ Yes □ No ☐ Yes ☐ No c. clear Comments: B. As a guide for improving teacher preparation and continuing education, would say this accomplished practice is: a. reasonable ☐ Yes ☐ No b. essential ☐ Yes ☐ No c. relevant ☐ Yes □ No ☐ No Comments:

If you checked **NO** to any of the above criteria, please write your comments

and suggestions for revision directly on this page.

#### Appendix C

#### Product Review Panel

Lisa Ackerman Health Teacher Bayshore High School Bradenton, FL 34210

Dr. Kelli McCormack Brown Associate Professor School of Public Health Department of Community & Family Health University South Florida Tampa, FL

Fran Bullock Bay County Schools Linn Haven, FL

Dr. David Foulk, Chair
Department of Curriculum
& Instruction
Florida State University
Tallahassee, FL

Paige Goodwin Health Teacher Belleview Middle School Belleview, FL

Debbie Lee, M.S. Gainesville Health & Fitness Gainesville, FL

Former:
Undergraduate Coordinator
Department of Health Science Education
University of Florida
Gainesville, FL

Mary Jane Maternach Health Teacher Nease High School St. Augustine, FL

Lori Neal Teacher McIntosh Middle School Sarasota. FL

Dr. Judy Perkins Director of Health Sciences Santa Fe Community College Gainesville, FL

Cathy Ricky Health Teacher Miami Killian High School Miami, FL

Janet Silverstein
Graduate Student
Department of Health Science Education
University of Florida
Gainesville, FL

Former:
Biology/Life Science Teacher (11 yrs.)
Kalamazoo Public Schools
Kalamazoo, MI